

Cambusbarron Primary School

Standards & Quality Report 2022 - 23

S&Q Report Contributors

Contributors: School staff, parents carers and learners



[Introduction](#)

Cambusbarron Primary School Standards and Quality Report 2022-23 provides a record of the main achievements of the school this session. The report evaluates the progress the school has made, focussing on areas which have been priorities in our School Improvement Plan.

What evidence is Cambusbarron's report based on? (Data as of May 2023)

The report aims to provide helpful information to parents, pupils, our local community, Stirling Council and Education Scotland.

We strive to continuously improve our approaches to self-evaluation. We are determined to continue strengthening our engagement with learners, parents, staff and wider stakeholders to inform this process.

Our Self-Evaluation Process

The learner is at the centre of all that we do. The **National Improvement Framework** sets out the key areas for improvement in our schools. Click on this link to read more

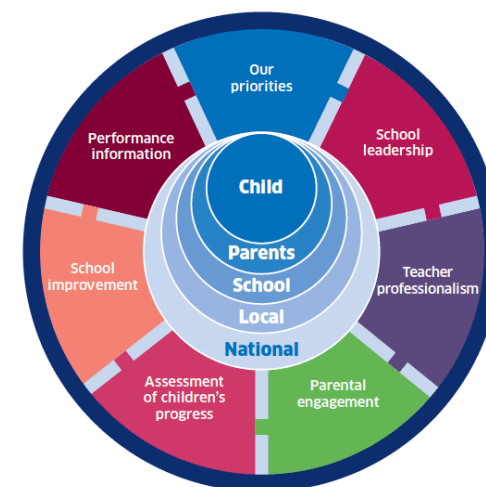
<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

Self-Evaluation for Self-Improvement is at the heart of our practice at Cambusbarron Primary. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

Our vision for the school is to provide a happy, caring, achieving and inclusive school community where children are motivated to play, learn and grow together and become responsible citizens, successful learners, confident individuals and effective contributors within our society

All teaching staff and support staff are members of the School Improvement Planning team. Other stakeholders, including children, parents and support staff are also key to planning our improvements.



This year, as part of our Pupil Voice improvement priority, we further developed and re-established processes to gather, analyse and act on children's views of their experience at Cambusbarron Primary. This was achieved through school assemblies, House Meetings, Learner group discussions and pupil questionnaires.

All staff were involved in ongoing self-evaluation using the HGIOS 4 indicators, planned collegiate sessions, Tracking Impact and Planning meetings, and through the use of HMIE Questionnaires.

This report will be shared on our website. Abbreviated printed copies of the report are available at the from the school office. A display copy is available in the staffroom.

Our Vision and Principles

At Cambusbarron Primary we are a community of learners who are committed to excellence and ambition in learning and teaching, where all who contribute to the life and work of the school are empowered to have a role in its success. Our principles underpin our vision and are represented by cogs because they are the drivers that will take our school forward as we continue to grow.

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Cambusbarron Primary School

Cambusbarron Primary School is a non-denominational school with a nursery class. It serves the village of Cambusbarron. The school roll is 219 across P1 to P7 with 9 classes in total.

Attendance is above the national average and there have been no exclusions in recent years. We liaise with parents to discuss individual cases and circumstances and provide support as required.

The percentage of children entitled to free school meals is 7.3% which is 5.8% below the Stirling average and a decrease of 0.5% since last session. We currently have 0.9% of our pupils from SIMD Decile 1 and 2 which is 15.3% below the Stirling average and a decrease of 1.1% since last session. We currently have 14.1% of our children who are in receipt of the Clothing and Footwear Grant. 1.4% of our learners are also Care Experienced.

The school has established strong links with Stirling High, where the majority of our P7 leavers transition to. The school has developed effective partnership working within Stirling Learning Community schools; Allans Primary, Borestone Primary, Braehead Primary, Gargunnoch Primary and St. Ninian's Primary. The school is involved in a School Improvement Partnership with Strathblane and Raploch Primary schools. Cambusbarron Primary, in partnership with Fallin Primary, is part of the Leaders of Learning initiative where Learners work with staff and our partner school to have a real voice in decisions made across the school.

There are currently 45 children attending our Nursery. The nursery is involved in an Improvement Partnership with Raploch, Riverside, Acrewood and Childminders. This mutually beneficial relationship supports the sharing of best practice. The nursery Standards and Quality report is available on request.

We have a supportive Parent Council with a sub-groups for Fundraising and Events (FREG). Working alongside the Parent Council we have further developed their role and representation to ensure that all classes are represented. We have developed strong links with the Community Council, the Community Development Trust, the local library, Therapets, Active Stirling, the local Church and Learning Through Landscapes.

Through our curriculum, we aim:

- o To provide learning experiences which are relevant, challenging and enjoyable
- o To equip children with the necessary skills, attitudes and ambitions to help them on their learning journeys
- o To encourage children to be creative, to adapt to change and to be actively involved in and responsible for their learning
- o To encourage good citizenship by promoting the values of respect, responsibility, friendliness, honesty, courage and ambition.
- o To equip children with an understanding of their own learning
- o To encourage children to understand and value both our local and wider communities.

Our aims are to be ambitious for our children and young people, their families and communities, delivering excellence and equity and promoting children's rights. To listen, nurture, care and support children and young people to play, to learn, to participate and to flourish.

Review of progress for session 2022-2023

In continuing to review the impact of Covid 19 on our school community, we have reflected on the progress made in key areas. This year, and adapting to the challenges it has brought, has affected our planned improvements in some areas. During this time, our priority has been the provision of a safe learning environment and providing quality-learning experiences by supporting our learners, staff team and the wider community through the challenges still present by Covid 19. Through reflection, we have identified that these challenging times have been met with adaptability and determination by our school community.

School Priority 1: Curriculum - Raise attainment and achievement through ongoing development of identified curricular areas			
Key Actions	Progress	Impact	Next Steps
<p><u>Numeracy</u></p> <p>Audit resources and improve access for all</p>	<ul style="list-style-type: none"> ✓ Audited, collated, organised and labelled all maths/numeracy resources. ✓ Audited, organised & labelled all N & M and technology resources. 	<ul style="list-style-type: none"> ❖ Staff report that resources are easier to access which is reducing time spent in resourcing lessons. ❖ Identified gaps in resourcing identified, purchased and shared. ❖ Technology resources organised and easily accessible 	<ul style="list-style-type: none"> □ Make a list and order resources to top-up or fill gaps □ Label shelves to indicate zones e.g. Time, fractions etc □ Link HAM cards directly to 'I can' statements □ Create a presentation to re-introduce the school planners, with the HAM link

<p>Align current progression planners with Heinemann Active Maths resource</p> <p>Refresher on all the online maths resources available to us (CLPL)</p>	<ul style="list-style-type: none"> ✓ Liaised with staff to identify strengths and areas for development with our own our own planners and HAM Planners. ✓ Collected planner exemplars from other schools/councils to inform our changes. ✓ Grouped HAM Cards with concepts ✓ Presentation shared to staff at Feb Inset exploring the features of TTRS and the data collection tools. ✓ All staff encouraged to make use of the subscriptions: Sumdog, TTRS and online HAM resources. 	<ul style="list-style-type: none"> ❖ Almost all staff report a clearer understanding of expectations at each level ❖ Shared approach to the T & L of N&M including increased consistency of how HAM resources are used across all stages ❖ Increased use by all second level classes following the input - including battles across classes. ❖ An increase in online numeracy /maths resource usage with almost all classes using subscriptions appropriate to their level. All classes now accessing HAM. 	<p>and share the overview at the Aug '23 Inset.</p> <ul style="list-style-type: none"> □ Create an overview document for Aug 23 Inset detailing maths subscriptions / logins / users guides to remove barriers to use. □ Revisit in the new academic year for new staff, promote cross class / whole school challenges and monitor use. □ Gather staff and pupil views on the subscriptions - enjoyment, learning and frequency of usage in time for renewal or cancellation. □ Maths Lead practitioner identified to further develop and lead CLPL across the school.
<p><u>Play Pedagogy</u></p> <p>Creation of a Play Framework</p>	<ul style="list-style-type: none"> ✓ Early Years team engaged in professional reading and evaluation of a range of play frameworks and policies. ✓ Created and shared a first draft of the Cambusbarron Play Framework. ✓ Audited staff confidence and understanding regarding learning through play. Feedback gathered informed the structure and creation of the play framework. ✓ Creation and promotion of a cross curricular ideas bank for practitioners organised by level. to add play ideas to. 	<ul style="list-style-type: none"> ❖ Creation of the draft Cambusbarron Play Framework has supported in-depth professional discussion and increased awareness of planned and purposeful play for Early year practitioners. ❖ Practitioners report that this framework has helped support them to confidently and consistently facilitate effective play opportunities across the school. 	<ul style="list-style-type: none"> □ Finalise completion of Cambusbarron Play Framework. □ Organise quality assurance visits and identify colleagues to provide support as required. □ Support practitioners to confidently facilitate effective

<p>Development of Loose parts play</p>	<ul style="list-style-type: none"> ✓ Survey sent out to gauge practitioners' current knowledge, confidence and use of play pedagogy in their class. ✓ Professional reading conducting on facilitating effective loose parts play. ✓ Requests for donations of loose parts from local families (household items). ✓ Creation and display of a playground charter to ensure good practice and use of outdoor resources. 	<ul style="list-style-type: none"> ❖ Early years staff report that the ideas bank has helped them to plan engaging learning through play across the curriculum. ❖ Survey feedback has informed next steps on developing a CPD session for staff to increase staff confidence, knowledge and use of play across the school. ❖ All Early years staff report that their understanding and confidence in facilitating effective loose parts play has developed. ❖ Playground charter has had a positive impact, learners are respectful and responsible in its use which has empowered SLA staff to consistently open up access to the outdoor resources every break and lunch allowing children to access and implement free play of their choice. 	<p>play opportunities across the school.</p> <ul style="list-style-type: none"> □ Cheat sheet 'sketch note' to be developed to accompany play documents such as play ideas bank in 23/24 session. □ Creation of a supporting parental guidance document to inform parents/carers of why and how play based learning is play pedagogy is delivered at Cambusbarron Primary. □ Continue to build and promote the ideas bank. □ Explore how best to gather evidence of play based learning and use of this to inform planning further experiences. □ Engage in collaborative CLPL with Nursery in a new Adventures with Alice Framework which supports all aspects of Play across Early Level.
<p>Reading</p> <p>Creation of a reading framework</p>	<ul style="list-style-type: none"> ✓ Framework has been created and is available to staff for comments and to begin use from August 2023 	<ul style="list-style-type: none"> ❖ Approaches to the teaching of reading are consistent across the school. E.g. Eric, library visits, skills taught etc. 	<ul style="list-style-type: none"> □ Key Reading Lead identified to support training (reciprocal reading / viper skills), build capacity, and embed the

<p>Re-organisation of new P4-P7 reading resources</p>	<ul style="list-style-type: none"> ✓ Texts have been organised and labelled according to age suitability (using accelerated reader system) and system shared with staff ✓ Reading Trackers created for tracking reading pathways throughout the year 	<ul style="list-style-type: none"> ❖ Staff report time saved in accessing books for reading groups /individuals ❖ New system supports easier identification of book levels for individuals / groups ❖ Staff report that reading trackers are informing professional judgement and supporting clear targets and learning. 	<p>framework and promote reading throughout the school</p> <ul style="list-style-type: none"> □ Maintain the system and ensure that new books continue to be categorised. □ Embed system and gather feedback
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School Priority 2:

Health & Well Being – Improvement in social and emotional wellbeing supports and approaches to enable all children to engage in school and achieve their goals.

Key Actions	Progress	Impact	Next Steps
<p><u>Embed Emotion Works</u></p>	<ul style="list-style-type: none"> ✓ Google form created to gauge staff confidence and knowledge of Emotion Works resources and delivery plans ✓ Mental Health Club created a video to demonstrate how the Orange Cog can be used by learners ✓ All staff have completed online Emotion works training/ tutorials 	<ul style="list-style-type: none"> ❖ Work on this is on-going and impact to be re-visited in term 1 through a Google Form / CAT discussion after the planners have been shared and staff implement them ❖ Staff have a clear idea of the resources that are available and where to find them. 	<ul style="list-style-type: none"> □ Re-evaluate impact of Emotion Works and use by staff - consider alternative approaches/resources if appropriate. □ Use questionnaire responses and exemplars to create Cambusbarron Progression planners for Emotion Works. □ CPD Delivery by lead staff to support embedding of Emotion Works and consistent

			<p>delivery and understanding across the school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emotion works resources to be organised/ categorised and stored in a central location.
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Priority 3
Pupil Leadership & Wider Experiences – Improving opportunities for children to participate in decision-making about their learning pathways and empower them to lead positive change.

Key Actions	Progress	Impact	Next Steps
<p><u>Creative Curriculum Development</u></p>	<ul style="list-style-type: none"> ✓ Feedback gathered from all stakeholders (staff, pupils and Parents/Carers) to inform new school vision, values and aims. ✓ New Values identified through feedback from all stakeholders. ✓ Curriculum re-designed/tweaked to include key aspects identified from feedback (i.e. importance of skills, relationships and creativity within the curriculum). ✓ Planners changed/amended to support changes identified above. 	<ul style="list-style-type: none"> ❖ Curriculum is relevant and current for children and 21st century Global Citizens. ❖ Staff are clear in curriculum planning and teaching and learning approaches. ❖ Consistency of experiences for children and breadth and progression of curriculum across the school. ❖ Curriculum design embeds relevant skills, experiences, opportunities and learning to develop children holistically within the 4 capacities. 	<ul style="list-style-type: none"> <input type="checkbox"/> CPD opportunities to fully share and embed curriculum approaches and expectations. <input type="checkbox"/> Planning documents to be re-evaluated as they are used to ensure they support positive change robustly. <input type="checkbox"/> Additional Planning meetings included to discuss and support curriculum planning for all stages. <input type="checkbox"/> Vision, Values and Aims shared with the full school community.

<p><u>Cambusbarron Clubs</u></p>	<ul style="list-style-type: none"> ✓ Cambus Clubs were set up in Term 1 and a rotation of activities, informed by pupil voice, has been delivered each term. ✓ House Meetings were established in Term 3 with each House leading on a responsibility supporting whole school engagement. 	<ul style="list-style-type: none"> ❖ All children from P1-P7 have developed transferrable skills in key areas of communication, problem solving, life and inter- personal skills ❖ All children have enjoyed the opportunity to mix with new staff and peers. 	<ul style="list-style-type: none"> □ Continue to develop Cambus clubs and look to expand club options □ Develop opportunities to involve parents and carers leading clubs □ Work alongside Active Stirling to promote additional clubs
<p><u>Pupil Leadership</u> Digital Leaders</p>	<ul style="list-style-type: none"> ✓ Using the Digital Schools audit tool, learners identified next steps to achieving our Digital Schools Award and support digital development throughout the school. ✓ Set up Digital Leaders club (lunchtime) Fortnightly. ✓ Digital Leaders created an online safety programme to be shared for all stages. ✓ Digital leaders have created 'how to' PowerPoints aimed at the current P3 for them using the Chromebooks next year in P4. ✓ Digital leaders are actively accessing school digital technologies in order to lead and support using these more widely. ✓ Creation of guides for Digital Vision, Chromebook agreement, Internet safety user guide, Home school agreement for Chromebooks. ✓ House Captains elected and tasked with re-establishing House Points system and in-person House Meetings 	<ul style="list-style-type: none"> ❖ CAT sessions delivered to support staff digital literacy ❖ All learners experienced Online Safety assemblies ❖ Almost all P3 children have become more confident in using a Chromebook for moving up to P4. ❖ All staff reported increased confidence following Staff CLPL sessions in using Micro:bit ❖ Agreements and guides in place for the next academic year will promote consistency across the school 	<ul style="list-style-type: none"> □ Analysis and audit of school resources, and deliver staff training and challenges to raise confidence □ Continue to work towards attaining Digital Schools Award by Term 1 2023. □ Continue to work with Digital Leaders and promote work through CAT sessions, whole school assemblies and House Meetings. □ Include Digital Literacy as part of our new Curriculum Planner focuses to embed approaches, planning for digital technologies and learning through technologies. □ Continued CPD delivery for whole school to support confidence and creativity.

<p>House Captains</p>	<ul style="list-style-type: none"> ✓ Feedback gathered from assemblies and House Meetings to inform positive change. ✓ Playground Charter created based on the UNCRC and school rules of being Safe, Responsible and Respectful. ✓ House Captains responsible for distribution of play resources. ✓ Litter Picking resources purchased and teams established following 	<ul style="list-style-type: none"> ❖ House Points System re-established and promoted. Now embedded throughout the school. All learners identify with a House. ❖ Assemblies split into P1-3 and P4-7 following Learner feedback. Feedback following this is increasingly positive as assemblies now more engaging and less noisy. ❖ House Meetings re-established and ongoing feedback has been positive with children enjoying House Challenges and time to bond with their Housemates. ❖ SLA's report that Playground Charter is supporting positive conversations around play and there has been a reduction in incidents. ❖ Play resources organised and gaps in resources identified and addressed in a timely manner. ❖ Litter reduction in the playground and children across the school keen to participate. 	<ul style="list-style-type: none"> □ Continue to look for opportunities to promote House Identity □ Continue to liaise with House Captains to implement real change.
<p>Leaders of Learning</p>	<ul style="list-style-type: none"> ✓ Leaders of Learning audited our classroom learning environments in Term 1. ✓ Leaders of Learning worked with Learning Through Landscapes and all learners to re-imagine our playground and outdoor learning environment. ✓ Hosted the Leaders of Learning from Fallin Primary to showcase our plans and visited Fallin Primary to share ideas and collaborate. ✓ Team involved in the recruitment of Support for Learning staff 	<ul style="list-style-type: none"> ❖ All classes audited in Term 1 using our Learning Environment Protocol with practical assistance provided by the Leaders of Learning to support consistency across the school. ❖ Play based opportunities improved through the introduction of additional resources and modelling safe play ❖ Links established with Fallin Primary and an action plan created to further develop our school environment. 	<ul style="list-style-type: none"> □ Create an action plan following feedback from Fallin Primary and identify next steps. □ Recruit additional Leaders of Learning from P6

		<ul style="list-style-type: none">❖ Leaders of Learning reported that they all felt they were making real change at Cambusbarron Primary	
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Wider achievements:

General Wider achievements

- All classes engaged in increased opportunities planned for outdoor learning.
- All learners participated in whole school events for Digital Learning Week and Safer Internet Day, which developed their understanding of online safety and responsible use of digital technology.
- Whole school participated in a variety of literacy rich activities and experienced linked to reading for pleasure i.e. Author visits, Virtual author experiences, Book Week and an Usborne book fair. Every class visited the local library. Every pupil now has a school library card.
- Primaries 5 and 6 engaged in Bikability training Level 1 and 2 with several children reporting they had learned to ride a bike during the course.
- P4-P7 engaged in A Science Technology Engineering and Maths activity day and participated in Science workshop experiences through a partnership with the Glasgow Science Centre.
- P6's successfully participated in a 10 week block of swimming lessons hosted by Active Stirling.
- Our partnership with Stirling High School Sports Leaders facilitated sessions for all classes during lunchtimes.
- Cambusbarron Clubs was established and has supported all children to experience a variety of clubs such as gardening, digital, cooking, mindfulness, reading, board games, Lego and science.
- P6 and P7 participated in Mandarin lessons virtually through Stirling Council Confucius Hub. Our P7's were recognised for their commitment to Mandarin through online and in-person sessions. Feedback from the Confucius Hub identified us as the most confident class in Stirling.
- P7's visited our Local Church to participate in the Easter Code.
- All classes planned and delivered class sharing the learning events and assemblies for their parents and carers. Feedback was very positive with families appreciating the opportunity to come back into the school building.

- P7's engaged in training sessions with Stirling Rugby culminating in attendance at a Stirling Rugby Festival with local schools.
- Learning Through Landscaped worked collaboratively with our Leaders of Learning to improve our outdoors environments. The team helped to establish a new Playground Protocol linked to the UNCRC and, based on pupil voice, created a more interactive and stimulating playground environment.
- P5 worked in collaboration with The University of Edinburgh to explore haptic technology in nature.
- P6 engaged in swimming with all learners improving their life saving skills.
- P7 participated in the UK Young Engineers competition and received certificates of participation, including distinctions and merits.
- Primary 3/ 4 planned and delivered a fantastic Christmas Service for the whole school.
- Primary 6 planned and delivered our Easter Service exploring the story of Easter and shared this with their families and the school community in the Church.
- All classes worked collaboratively to develop their enterprise skills and contribute to our Christmas Fair. The money raised was then used to buy playground resources.
- P1 and P2's delivered a festive nativity show which showcased their talents for the school and wider community.
- P7's attended their residential trip to Dalguise where the feedback from site leaders was that they demonstrated exceptional initiative, teamwork and problem solving skills.
- All classes engaged with our local library visiting it regularly and attending author events online. The school worked with Cambusbarron Community Council to ensure all children received a book for Christmas.
- Our Football club trained weekly and engaged in friendly competition with local schools.
- Our athletes from P5 upwards participated in the Stirling Athletics Festival and enjoyed the experience.
- Our P6's and P7's staged a sell out end of term show highlighting their talents for the community.
- The school participated in the 'Great Community Litter Pick'

